



Job Description

Head of School – Semi-formal

Responsible to: Headteacher

Contract: Full-Time, Permanent

Hours: 38.5 hours per week, term time only

Location: Serenity School Maidstone

Main Purpose

The Head of School (Semi-formal) provides strategic and operational leadership for the school's semi-formal provision, ensuring a safe, inclusive and aspirational learning environment for pupils with SEN needs.

The postholder will drive high standards of behaviour, attendance, personal development and academic progress through relational practice, a strong safeguarding culture and high-quality teaching and learning. The role combines leadership of staff, curriculum oversight, behaviour and attendance strategy, and partnership working with families and external professionals to secure the best possible outcomes for pupils.

As a senior leader, the Head of School (Semi-formal) will embody the school's vision and values, contribute to whole school improvement priorities and ensure that Semi-formal principles are consistently embedded within the provision.

Key Responsibilities

Strategic Leadership:

- Provide clear vision, direction and leadership for the Semi-formal provision, aligned with the school's ethos, values and improvement priorities.
- To take overall responsibility for the welfare and academic progress for the Semi-Formal provision pupils.
- Translate whole school strategy into effective, high-quality practice within the Semi-formal setting.
- Contribute to school self-evaluation, development planning and inspection readiness.
- Promote a culture of high expectations, consistency, inclusion and continuous improvement.
- Work collaboratively with the Headteacher and Senior Leadership Team to ensure alignment between Semi-formal provision and wider school priorities.

Qualities and Knowledge

- Lead, design and monitor a curriculum that is adapted, ambitious and responsive to pupils' developmental, emotional and academic needs.
- Ensure teaching and learning are trauma-informed, relational and inclusive, with effective differentiation and use of EHCP outcomes.
- Monitor progress, attainment and engagement, using data and assessment tools to inform intervention, planning and next steps.
- Ensure high-quality teaching through coaching, modelling, quality assurance and professional development.
- Proactively track and monitor the academic progress of the pupils within Semi-Formal.
- Develop, implement and review, an innovative, effective and achievable improvement plan for the Semi-Formal.

Behaviour, Attendance, and Personal Development

- Lead the implementation of a positive, restorative behaviour approach rooted in principles.
- Oversee individual behaviour support plans and risk assessments for pupils with SEN needs.
- Drive improvements in attendance and punctuality through early identification, intervention and sustained family engagement.
- Ensure pupils' wellbeing, independence, resilience and personal development are central to daily practice.
- Lead on social, emotional, moral and cultural development within the Semi-formal provision.

Safeguarding:

- Act as a safeguarding leader within the Semi-formal provision, ensuring statutory duties and school policies are rigorously followed.
- Maintain a strong culture of vigilance, accurate record-keeping and timely, appropriate action.
- Work closely with Designated Safeguarding Leads, local authorities and external agencies to secure effective support for pupils and families.
- Ensure health, safety and emotional wellbeing are prioritised for pupils and staff within the provision.

Staff Leadership and Management

- Line manage staff within the Semi-formal provision, setting clear expectations and promoting accountability.
- Lead recruitment, induction, deployment and development of staff to meet the needs of pupils.
- Promote staff wellbeing, reflective practice and consistent application of Semi-formal and trauma-informed approaches.
- Manage performance in line with appraisal, capability and professional standards.
- Identify and develop leadership potential within the team, supporting succession planning.

Partnership with Parents and Professionals

- Build strong, trusting and effective relationships with parents and carers, ensuring clear communication and shared responsibility.
- Represent the Semi-formal provision in EHCP reviews, multi-agency meetings and professional forums.
- Liaise effectively with external professionals including Educational Psychologists, Social Workers, and therapists.
- Ensure pupil voice and family perspectives inform planning, evaluation and decision-making.

General Duties

- Oversee the day-to-day organisation of the Semi-formal provision, including staffing, timetabling and resources.
- Ensure compliance with health and safety, safeguarding, risk management and statutory requirements.
- Contribute to budget planning and ensure effective and efficient use of resources.
- Maintain systems, organisation and processes that support high quality provision and accountability.

- Fulfil the duties of a teacher as outlined in the School Teachers' Pay and Conditions Document, teaching where required to support pupils, model best practice or meet operational needs.
- Lead by example in professional conduct, relationships and inclusive practice.
- Participate fully in appraisal, professional development, leadership meetings and school improvement activity.

Person Specification

Essential Qualifications:

- Qualified Teacher Status (QTS)
- Evidence of continuing professional development related to leadership, inclusion or SEND

Essential Experience:

- Successful teaching and leadership experience within a Semi-formal, SEND or alternative provision setting
- Leading behaviour, pastoral or inclusion strategies
- Working with pupils with EHCPs and complex needs
- Line management and staff development experience

Essential Skills and Knowledge:

- Strong understanding of Semi-formal principles, trauma informed practice and attachment aware approaches
- Secure knowledge of safeguarding, SEND legislation and statutory guidance
- Ability to analyse data and use it to drive improvement
- Excellent communication, interpersonal and organisational skills
- High levels of resilience, empathy and problem-solving ability

Desirable:

- Leadership qualification (e.g. NPQML, NPQSL, NPQH)
- Experience of inspection processes (Ofsted or equivalent)
- Experience of multi-agency working and alternative pathways

Professional Conduct:

- Uphold and promote the ethos, values and policies of the school.
- Demonstrate integrity, fairness and respect in all professional relationships.
- Be a visible, calm and consistent leader within the Semi-formal provision.
- Comply with all safeguarding, child protection, equality and health and safety requirements.

Equality and Safeguarding:

Serenity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The school is committed to equality and diversity in employment and service delivery. All employees are expected to promote equality and inclusion in their work.